DOCUMENT RESUME

ED 042 391 FL 001 918

AUTHOR	Strasheim, Lorraine A.
TITLE	Teaching the Latin Student to Translate. ERIC Focus Reports on the Teaching of Foreign Languages, Number 17.
INSTITUTION	American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.
SPONS AGENCY	Modern Language Association of America, New York, N.Y.
PUB DATE	70
NOTE	16p.
AVAILABLE FROM	MLA/ACTFL Materials Center, 62 Fifth Avenue, New York, N. Y. 10011 ($.25)
EDRS PRICE	EDRS Price MF-$0.25 HC-$0.90
DESCRIPTORS	Classical Languages, Classical Literature, Grammar Translation Method, *Language Instruction, Language Skills, *Latin, Linguistics, Literature, Methodology, Phonetics, Reading Comprehension, *Reading Instruction, Second Language Learning, Structural Analysis, Structural Grammar, *Teaching Techniques, Traditional Grammar, *Translation, Vocabulary

ABSTRACT

An examination of the goals of Latin teaching leads the author to conclude that its primary objective is the development of the ability to read extant Latin authors A brief review of past designs for teaching meaning leads to a discussion of phonetic, lexical, structural, and cultural meaning. Teaching techniques to help develop a mastery of the Latin sound system are included. Frequent examples illustrating an approach called "metaphrasing" focus on how both lexical and structural meaning is demonstrated to the student. (RL)

ED042391

ERIC Focus Reports on the Teaching of Foreign Languages

A continuing series of concise papers each focusing attention on a current problem of foreign language teaching and learning.

Number 17

Teaching the Latin Student to Translate

By Lorraine A. Strasheim
Indiana Language Program

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ERIC FOCUS REPORTS ON FOREIGN LANGUAGE TEACHING are prepared and published by the American Council on the Teaching of Foreign Languages with private funds provided by the Modern Language Association of America. The REPORTS are planned in cooperation with the MLA/ERIC Clearinghouse on the Teaching of Foreign Languages (62 Fifth Avenue, New York, N.Y. 10011) and are designed to supplement the information services of that Clearinghouse.

FL001918

ERIC CLEARINGHOUSE ON THE TEACHING OF FOREIGN LANGUAGES

The MLA/ERIC (Educational Resources Information Center) Clearinghouse on the Teaching of Foreign Languages was initiated by the Modern Language Association of America in June 1966 as part of a national network of such Clearinghouses, each responsible in its own area of education for improving the collection and dissemination of current information relevant to research and development. The ERIC system was organized and is coordinated by the United States Office of Education, and includes an ERIC Document Reproduction Service (EDRS), from which many significant documents (reports, monographs, studies, surveys, etc.) may be purchased in hard copy or microfiche form. Lists of such EDRS documents dealing with the teaching of foreign languages may be obtained by writing to the MLA/ERIC Clearinghouse.

News and information about MLA/ERIC activities appear in a special section of each issue of *Foreign Language Annals*, the official quarterly publication of the American Council on the Teaching of Foreign Languages, 62 Fifth Avenue, New York, N.Y. 10011 (annual subscription, $6.00).

This series of *ERIC Focus Reports on the Teaching of Foreign Languages* was conceived as a plan to provide detailed but succinct recent information on specific problems or issues in foreign language teaching, and to point the way to further related reading in selective bibliographies. Each *Focus Report* is written by an expert, and it is addressed not to fellow experts but to classroom teachers and school administrators.

The costs of preparation and publication of this *Focus Report* were borne by the Modern Language Association of America and the American Council on the Teaching of Foreign Languages, for the purpose of supplementing the information dissemination activities of MLA/ERIC. Points of view or opinions do not necessarily represent official U.S. Office of Education position or policy.

Price: 25 cents

from MLA/ACTFL Materials Center

62 Fifth Avenue

New York, N. Y. 10011

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY The Modern Language Association of America TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Copyright © 1970 by the Modern Language Association of America

TEACHING THE LATIN STUDENT TO TRANSLATE

Introduction

There is a single area of agreement about life in the 1970's and beyond; men of all stations, all professions and all political persuasions agree that life will continue to be marked by ever accelerating and intensifying change. In Teaching as a Subversive Activity, Neil Postman and Charles Weingartner point out that "change isn't new; what is new is the degree of change;" they identify a "qualitative difference in the character of change," concluding that "change changed." And change is an area in which the ancient Romans had real expertise. When the monarchy ceased to be an effective mode of governing, the republic developed; when the possessions acquired by the republic dramatically altered the efficacy of that type of government, the empire evolved. Even the so-called "fall" of Rome was merely another change, a different distribution and grouping of what had been Roman lands and peoples. Vergil identified the Roman "arts" developed in an ancient world of change in his charge:

> tu regere imperio populos, Romane, memento;
> hai tibi sunt artes; pacique imponere morem,
> parcere subiectis, et debellare superbos.

But Rome cannot communicate her "arts" to the modern Latin student unless he can be enabled to read Latin in as economical a way as possible so that he can focus his attention upon the message rather than on the code in which it was recorded.

Latin is the only one of the languages commonly taught in the schools and colleges of the United States which cannot legitimately claim the development of the listening, speaking, and writing skills as realistic and worthwhile learning expectations. In Latin education, by the very nature of the historical setting of the language, listening and listening comprehension, speaking and writing are teaching and learning strategies only! Translation is a necessary teaching and learning strategy in the Latin class if students are to be brought into contact with authentic Roman writings (in contrast with "made" Latin) as soon as possible in the relatively brief time allocated to Latin studies. The temporal uniqueness of the Latin language and of the Roman civilization dictates only one valid skills or communications objective for Latin education–the development of the ability to read extant Latin works.

The Latin student has four levels of meaning with which he must cope in learning to communicate with the Romans.

1. Phonetic Meaning
   What meaning does the Latin convey by means of pronunciation, juncture, and intonation?
2. Lexical Meaning
   What do the individual words mean?

3. Structural Meaning
   How are the individual words ordered to convey meaning?

4. Cultural Meaning
   What meaning did the utterance or passage have for a Roman?

The most difficult teaching task in the Latin classroom, then, is the attribution of meaning–phonetic meaning (sound), lexical meaning (vocabulary), structural meaning (grammar and syntax), and cultural meaning–as a simultaneous adjunct to the development of the reading skill, an adjunct designed to be self-motivating and to provide the student with a sense of progress in the language and in his Latin reading. The teacher's objective should be a deliberate attempt to teach the ability to translate as a step in the development of the ability to read Latin as Latin.

Past Designs for Teaching Meaning

A commercially prepared set of transparencies intended to help the instructor to teach the student how to translate begins with a series of directions somewhat like these:

1. Find the subject. Keep in mind that it must be a noun or pronoun in the nominative case. (Or, of course, the subject may be represented only by the verb ending.)
2. Find the verb. Remember that the verb must agree with the subject. Since the subject is nātūra (nominative singular), the verb will be the third person singular. What tense is this verb?
3. Now look for the direct object, predicate noun or predicate adjective. Recall that direct objects are in the accusative case, but predicate nouns and adjectives are in the nominative case. (A predicate noun or adjective will, of course, be nominative singular feminine to agree with the subject nātūra.)
4. And so on to modifiers.

In the Latin sentence Nōn dat nātūra virtūtem the student has been instructed to make four distinct and "jerky" eye movements. He has also had to retain a myriad of separate items–the nominative case endings, for example, -a, -ae, -us, -i, -um, #, -es, and -ūs, not to mention a distinction between the -a of the feminine singular and the neuter to find the verb. Once he has found the verb he must select among six persons, six tenses, two voices and at least two moods–then he must begin looking for accusative case endings (-am, -um, -em, -ās, -ōs, -a, -ēs, and -ūs), resolving whether -ēs, -ūs, or -a are nominative or accusative; only if there are modifiers (adjectives and participles, as part of the verb perhaps) need he worry about gender. Then he will be ready to look up one or more of the words he does not know in the gloss or dictionary and select the right meaning from the several given. When he has translated this clause, he must repeat the procedure, for the entire sentence is Nōn dat nātūra virtūtem; ars est bonum fierī. It is impossible to estimate how much time the student might consume in "reading" a page or more of Latin in this fashion.

Is it any wonder that his English translations are halting and awkward sentences which no native English speaker would ever construct?

This "attack" upon translation is the most common approach to the teaching of meaning. Prior to his "reading" of the passage, the student is taught the grammatical elements stressed in the reading and given a list of vocabulary words to memorize. When he has difficulty producing an acceptable English translation in class, the instructor may help him to parse the sentence, that is, to identify the case, number, and gender of nouns, adjectives, the tense, person, and number (sometimes the voice and mood) of the verb in an effort to guide him to a more correct English rendition.

Many teaching materials today provide English translations side-by-side with the Latin passage to facilitate the student's comprehension of the Latin message. Most texts utilize good English style with only occasional lapses into "translationese" to "illumine" structure or syntax. At least one text reproduces two English versions of the Latin somewhat like this:

Nihil rēctē sine	Nothing correctly
exemplō docētur	without-example
aut discitur.	taught-is or learned-is.

Nothing is taught or learned correctly without example.

Texts with this sort of Latin-plus-English presentation generally stress the mastery of Latin structure through intensive pattern drilling or Latin question-answer exercises. In all of these materials or following them in the Latin sequence, however, there comes a "moment of truth" when the student must be taught to cope with the problem of extracting meaning from a Latin sentence or passage he does not comprehend; very few of the existing materials provide the student with a deliberate and overt strategy for attacking this type of problem. It is apparently assumed that he will find and use a "trot" or a "pony" for his advanced courses.

Teaching Phonetic Meaning

Reading, Carl Lefevre tells us, cannot become part of the student's repertoire of skills until he has a mental and ready sound, the intonation, in his inner ear as he reads. The student, therefore, no matter what the philosophy of the teaching approach, must be given an active control of the sound system of Latin. This is not to say that he should be taught conversational Latin, but he must be given enough practice in oral Latin sentence patterns to develop an ear for what "sounds" right and what "sounds" wrong as well as an ear for what "fits" together.

The Romans themselves have pointed out the importance of proper juncture and intonation in the tale of the king who went to war on the strength of a message from the oracle of Apollo–Ibis, redibis, numquam peribis in armis. ("You will go, you will return, you will never perish in arms.") It was not until he lay dying that the king gave the message the proper "reading"–Ibis, redibis numquam, peribis in armis. ("You will go, you will never return, you will perish in

arms.") Sound is especially important in the handling of the works of the Roman authors, for they wrote their works to be performed aloud; the rhythm and style of these works cannot be appreciated until they are "read" as they were in their own time.

The teaching materials which have been designed for a structural or an audiolingual approach to Latin have built into them multiple experiences, exercises, and drills to build a progressive and active control of Latin's sound system. These materials are often accompanied with recorded drill materials. The suggestions here are for those teachers whose materials do not provide for this type of teaching.

1. The class should be trained through choral reading in imitation of the teacher to read each passage aloud as the first step in the presentation of the reading. Students should be encouraged to practice reading aloud when studying independently.
2. Students should read the Latin to be translated aloud before giving the English. If the process proves tedious and time-consuming, this simply means that the students have not been given adequate oral practice in the language and this deficiency should be remedied.
3. There should be oral Latin question-answer drills accompanying every reading selection. One device for getting maximum class involvement in such activities is to permit a volunteer to respond to the question and to require the class, as a choral drill, to repeat the correct answer twice after the volunteer. This also permits peers to help each other and makes listening to the recitation as important as reciting.
4. Paradigm drills should be made in short sentences as much as possible, shifting the emphasis from the word to the sentence pattern. Some of these drills should be conducted only orally, others may be written with oral reading as an adjunct of the exercise.
5. Class exercises should be structured in such a way that students are compelled to respond in Latin far more than in English.
6. No Latin should be handled in class without sound attributed, practiced, and then read by individual students as a reinforcement or check.

The emphasis throughout all oral Latin work should be on the sentence pattern. Since the Romans neither spoke nor wrote in principle parts or paradigms, the smallest meaningful unit of Latin is the sentence. Incorrect pronunciation and juncture should be corrected by the teacher in all the various activities of the classroom and reinforced by either individual or choral repetition of the correct sound. It goes without saying that no scansion of Latin poetry should ever be taught unless the student is required to use his scansion as a "script" for oral performance.

Teaching Lexical Meaning

Since the student knows vast numbers of English words, we should be utilizing them to help to "predict" or "anticipate" the meanings of Latin words. This is more economical, in the long run, than compelling the student to learn a Latin word and its English meaning and then to relate the Latin word and its English meaning to an English derivative. A tremendous amount of lexicon can be assigned through guided induction from English derivatives; this technique is particularly effective when accompanied by visual aids or realia.

Suppose for the moment that the student has to deal with the sentence: Melior est canis vivus leone mortuo. A transparency or flashcards could illustrate the vocabulary items to be learned (assume these items are leo, canis, and melior) in any of several ways.

1. Leo and canis can be simple identification items.
2. A dead lion on his back (a subtle spear in his heart, perhaps?) with a live dog (wagging tail?) will present the total idea of the sentence.
3. A series of three faces could be used. The first face has a moderate smile and a "third-prize" ribbon on its shoulder; the second face has a somewhat broader grim and a "second-prize" ribbon; the third face has the widest smile of all and a "first-prize" ribbon. In this way the student's knowledge of the positive degree of bonus can be used to help him to extract the meanings of melior and optimus.

In addition to the visual "definitions" of leo, canis, and melior, the teacher can utilize English derivatives–in this instance, canine, leonine, vivacious, mortal, mortuary–to guide the student's inductive powers in the right direction. While this procedure is more time-consuming than giving the student the traditional vocabulary entry (leo leonis m. - lion) it does serve to help the student to devise a learning strategy for his independent study. More important, he will retain meanings attributed in this fashion much longer than those he acquires in his serial memorizations of vocabulary lists.

The visual aids also provide the student with direct association of the mental image with its Latin designation. He can think leo and get the mental image instantly rather than having to think leo–"lion" and then receive the image. The visual aid also gives the teacher an instant resource for some contextual drills (declension). By pointing to the lion, for example, he can "decline" the noun through a series of questions.

1. Quod animal (Quae bestia) est in picturā?
2. De quo animali (qua bestia) dicimus?
3. Cui animali (Cui bestiae) haec pictura similis est?
4. Cuius pictura est?
5. Quod animal (Quam bestiam) in picturā vides?

This kind of exercise puts the word into appropriate contextual environments. The next stage in the "question-declension" could be the teacher's giving of the singular Latin responses produced for the students' conversion to the plural.

Teacher:	Student:
Leo in picturā est.	Leones in picturā sunt.
Leonem in picturā video.	Leones in picturā video.

The student also needs to be taught synonyms and cover terms in conjunction with his single-item lexical mastery. The questions provide him with some passive associations which are obvious (leo–animal–bestia), not to mention the "unconscious" drilling of the ever irksome interrogative adjective. The student forgets words because his experience with them has been too limited; we remember the words we use.

A follow-up review should question every lexical element in the sentence to reinforce the student's learning. (And, of course, visual aids may be used again.)

1. Estne canis vivus melior leone mortuo?
2. Qualis canis melior leone mortuo est?
3. Quod animal melius leone mortuo est?
4. Quali leone canis vivus melior est?
5. Quo animali canis vivus melior est?
6. Estne leo mortuus pejor cane vivo?

One of the most creative uses of visuals occurs in Living Latin by Clara W. Ashley and Austin M. Lashbrook. The authors call their illustrations "picture readings" and outline three functions these "picture readings" perform for the student:

1. They increase your vocabulary.
2. They provide practice on the structures explained in the Sample Sentences.
3. They present basic background for the appreciation of Roman life.[1]

All of the picture readings are drawn with cultural authenticity in mind and provide the student with the basis of both drill and pleasure.

Vocabulary should be presented in lists only when there is no other way to handle it. New vocabulary items can be taught by: (1) guided induction from English derivatives; (2) utilizing visual aids, realia, pantomime, etc.; (3) teacher definition in Latin paraphrase or English equivalents. All new lexical items should be set into appropriate contextual environments. In turn, the student must be provided with several opportunities to use the new lexical items. Oral sentence drills both help the student to comprehend and to remember the new words.

Contrasts should be pointed out where applicable (longus-brevis/sapiens-stultus/amicus-inimicus). The student can also be asked to complete "proportions":

nauta: classis x miles _____

_____ : frater x mater: pater

oculus: video x auris: _____

Simultaneously, all the various kinds of relations which can be established should be. For example, let us take an imaginary Publius. Publius is at one and the same time pater, senator, filius, maritus, and dominus, civis, Romanus; we must "blast loose" from our extreme instence on word to word equivalents in Latin and English.

At the time some vocabulary items are introduced, there should be some references as to the meaning appended to these items by the culture. This is certainly true in regard to patruus and avunculus; there were two words because the men so related played completely different roles in the Roman's life. It would be well when such phrases as . . . ___m in matrimonium duxit . . .appear to introduce the students to the equivalent . . . ___o nubit . . . construction. We also should reevaluate our approaches to such words as insula; to thousands of Romans throughout time the insula was never Britannia or Creta. One of the responsibilities we have to our students is to be certain that we are attributing the culture's meaning to the word or utterance. "Avuncular" probably has come to have the meaning it does because the avunculus could afford to behave differently from the patruus; his responsibilities were fewer. The Romans who lived in the insula were as isolated from the mainstream of the society of Rome we traditionally have studied as the Britons were isolated by their waters from the rest of the ancient world. One of the very fine aspects of the Ashley-Lashbrook text is that the Roman populace has been put into perspective; these authors very wisely decided to devote the "made" Latin readings to that third of the Roman population which has gone all but unmentioned throughout our history of Latin education.

Teaching Structural Meaning

Whatever the process is for the introduction of a new structural "fact," whether it be by what Frank Grittner identifies as "Grammar learned inductively" or "Grammar by application of rules," as soon as there is recognition of the target form(s), the student should be deliberately taught and drilled in Metaphrasing, a technique devised by Waldo E. Sweet. Sweet defines metaphrasing as "the technique of showing both lexical and structural meaning of each item as it occurs."[2]

Ashley and Lashbrook provide the following exposition of metaphrasing in their text for secondary students:

> To metaphrase is to show understanding of the structure and the relationship of words without seeing a complete sentence. The examples below indicate how this is done.

1. Homo locum . . .
   The man DOES SOMETHING TO the place.

2. . . . diem nox. . .
   Night DOES SOMETHING TO day.

3. . . . -ne cibum mater?
   Does the mother DO SOMETHING TO the food?

4. Manus flammam. . .
   The hand DOES SOMETHING TO the flame.[3]

The authors then follow this exposition with an exercise in metaphrasing.

1. Familia januam. . .
2. Insumam parens. . .
3. . . . -ne aqua fontem?
4. Puerum nox . . .
5. Manus . . . hominem.
6. Via . . . locum.
7. . . -ne dies praesentiam?
8. Noctem . . . umbra.[3]

The teacher and the students are to drill upon this metaphrasing presentation of the direct object so that the students may learn to supply the English as in the first illustration. In the Teachers' Manual and Key to the text, this explanation of metaphrasing is made:

> Metaphrase exercises perform a very important function, particularly in the early lessons. In most of the sentences of three or four words, the lexical meanings of the words suggest the thought of the sentence, without much necessity to note inflectional endings. Omitting the verb and substituting a blank (or some nonsense word) directs attention to inflection. Omitting the verb also permits many more combinations of words than would otherwise be possible with a limited vocabulary. The habit of examining all possibilities of meaning in different inflectional endings is of primary importance in learning to read in Latin word order. Caution: No attempt should be made to find verbs suitable for these exercises.[4]

The incomplete sentence is a particularly successful procedure in drilling the correct translation of structures newly introduced. The procedure takes the student's attention off word endings and focuses it on word function; it has the advantage of conditioning a consistent fluid eye movement from left to right across the page.

Sweet himself provides the following examples to students in his Latin: A Structural Approach.

> Furem. . .
> Something happens to A THIEF.
>
> Furem fur. . .
> A THIEF does something to another thief.
>
> Furem fur cognoscit. . .
> A thief RECOGNIZES another thief.

Furem fur cognoscit et. . .
A thief recognizes another thief AND something else happens.

Furem fur cognoscit et lupum. . .
A thief recognizes a thief and something happens to A WOLF.

Furem fur cognoscit et lupum lupus.
A thief recognizes a thief and A WOLF does something to a wolf.

In a situation like this, where there is no verb, we infer that the verb is so obvious that no information would have been added if we had included it. What is the only verb in the world that would fit into this frame?

In. . .
Something happens IN something.

In pulchrā. . .
Something happens in a PRETTY something.

In pulchrā veste. . .
Something happens in pretty CLOTHES.

In pulchrā veste sapiens. . .
A WISE MAN does something in pretty clothes.

In pulchrā veste sapiens non. . .
A wise man does NOT do something in pretty clothes.

In pulchrā veste sapiens non vivit. . .
A wise man doesn't LIVE in pretty clothes.

In pulchrā veste sapiens non vivit honeste.
A wise man doesn't live HONORABLY in pretty clothes.

Rem. . .
Something happens to A MATERIAL OBJECT.

Rem, non spem . . .
Something happens to material things and not to the HOPE FOR THEM.

Rem, non spem, quaerit. . .
Somebody LOOKS for material things and not the hope for them.

Rem, non spem, quaerit amicus.
A FRIEND looks for material assistance and not promises.

The first word here offers something of a problem. The word res in Latin is a word of broad meaning. It can refer to almost any material object; it can also refer to actions. Contrasted with spes, it means material gain as opposed to hope. Amicus is an adjective and means "friendly," but since there is no noun for it to modify it is used as a noun; it is the subject and means a "friend."[5]

This kind of deliberate drill must be a constantly reentered technique if the student is to translate efficiently and with understanding. Metaphrasing exercises can also accompany the lexical drills which insert the same vocabulary element into several different contextual environments.

This author prefers to present metaphrasing exercises in controlled reading exercises on either the overhead projector or on the blackboard. In this procedure the Latin student sees the metaphrasing one line at a time and is expected to produce the English.

1. Rex. . .	A king is doing something.
Rex milites. . .	A king is doing something to the soldiers.
Rex milites monet. . .	A king is warning the soldiers
Rex milites monet ne. . .	A king is warning the soldiers not to do something.
Rex milites monet ne bellum. . .	A king warning the soldiers not to do something to a war.
Rex milites monet ne bellum gerant.	The king is warning the soldiers not to wage war.
2. Mulier. . .	A woman is doing something.
Mulier sola. . .	A woman is doing something alone.
Mulier sola cogitans. . .	A woman planning alone is doing something.
Mulier sola cogitans male. . .	A woman planning alone is doing something badly.
Mulier sola cogitans male cogitat.	A woman planning alone plans badly.
3. Homo. . .	A man is doing something.
Homo totiens[1]. . .	A man does something as often as he does something else.
Homo totiens morotur. . .	A man dies as often as he does something else.
Homo totiens moritur quotiens amittit. . .	A man dies as often as he loses something.
Homo totiens moritur quotiens amittit suos.	A man dies as often as he loses his loved ones.

[1]The student should be taught that he can reasonably predict or anticipate a quotiens in this situation.

This same approach can be used in introducing new types of reading material, for example, an epigram of Martial.

Thais. . .	Thais is doing something.
Thais habet. . .	Thais has something.
Thais habet nigros. . .	Thais has some black things.
Thais habet nigros, niveos. . .	Thais has some black things and something is happening to some white things.
Thais habet nigros, niveos Laecania. . .	Thais has some black things and Laecania has some white things.
Thais habet nigros, niveos Laecania dentes.	Thais has black teeth and Laecania has snowy-white ones.
Quae. . .	What is happening?
Quae ratio est?	What's the reason?

Emptos. . .	Somebody is doing something to (or has) purchased teeth.
Emptos haec. . .	The latter has purchased teeth.
Emptos haec habet . . .	The latter has "store-bought" teeth.
Emptos haec habet, ille. . .	The latter has "store-bought" teeth, the former has something else.
Emptos haec habet, ille suos.	The latter has "store-bought" teeth, the former has her own.

Thais habet nigros, niveos Laecania dentes.
Quae ratio est? Emptos haec habet, ille suos.
Martial 5.43

Thais has black teeth and Laecania has snowy-white ones.
What's the reason? Laecania has "store-bought" teeth
and Thais has her own.

Metaphrasing exercises are most successful when the student knows the lexicon through prior preparation and can focus his whole attention on word function in the sentences or passages under consideration. When he is prepared to "hear" the patterns and knows the lexical items, he can "zero in" on absorbing the structural signals for meaning.

This author has found that her students have learned to read Latin as Latin when procedures of this sort have been used. The characteristics of her teaching approach have stressed Latin question-answer drills to reinforce both vocabulary and structure and metaphrasing exercises as a facet of both vocabulary and grammar presentations. Over a period of time the students metaphrase unconsciously and instantaneously and begin to read without recourse to English except for occasional difficult utterances or short passages.

A Word About English-to-Latin Translation

The author prefers that the writing exercises performed in Latin class be Latin-to-Latin responses, but as a supportive or reinforcing teaching strategy a case can be made for some exercises which call for English-to-Latin translation. However, the student should never be presented with distorted English sentences whose sole function is to cue the Latin desired.

Bad: I give thanks to you.

Good: Thank you. Student Response: Gratias tibi ago.

Since the goal of Latin study is to read Latin and because the student will never be called upon to write Latin for any purpose, translating English to Latin should be held to an absolute minimum in the course and used only for reinforcement purposes.

Conclusion

Latin, by virtue of its historical setting, must have as its primary objective the development of the ability to read extant Latin authors. So that students may be assisted to learn to read and simultaneously be enabled to read "real" Latin and to use Latin reading to learn new ideas, they must be taught HOW to translate.

When communication takes place in Latin, when a student gets an idea directly from the Roman who originated it, without the teacher as mediator or interpreter, he has had what is almost the ultimate in language experiences. He has not leaned across a fence or a boundary line to establish this communication–he has leaned across centuries. Like the astronauts who reach into space, he reaches into time.

Some time ago a student in one of the author's second-year classes worked on Catullus' Passer mortuus est. Doug was a junior in high school and not one of the best students in the class, but his rendition began:

> Cry, all you Tony's and Maria's out there.
> Cry, all you fellas with the slicked back hair.
> Old Man Peterson's cat downed my gal's crow.

Doug's "crow" with its influences from West Side Story and Catullus' sparrow of centuries ago had established communication across the ages through a translation in colloquial idiom. Metaphrasing and visual aids prepared Doug for the structure and the lexicon–the comprehension of the real message was something between Doug and Catullus; neither the other students nor the instructor had received the message in this form.

FOOTNOTES

[1] Clara W. Ashley and Austin M. Lashbrook, Living Latin: A Contemporary Approach (Boston: Ginn, 1967), p. 6.

[2] Waldo E. Sweet, Latin: A Structural Approach (Ann Arbor: Univ. of Michigan Press, 1957), p. 34.

[3] Op. cit., p. 9.

[4] Clara W. Ashley, Teachers' Manual and Key to Living Latin, Book One (Boston: Ginn, 1967), p. 6.

[5] Op. cit., pp. 35-36.

OTHER TITLES IN THIS SERIES

R1 Grittner, Frank. Maintaining Foreign Language Skills for the Advanced Course Dropout. 1968. 7p (Available from EDRS: ED 031 977 MF-$0.25 HC-$0.55)

R2 Campa, Arthur. Teaching Hispanic Culture through Folklore. 1968. 9p (Available from EDRS: ED 031 978 MF-$0.25 HC-$0.65)

R3 Donoghue, Mildred. Foreign Languages in the Elementary School: Effects and Instructional Arrangements According to Research. 1969. 8p (Available from EDRS: ED 031 979 MF-$0.25 HC-$0.60)

R4 Fearing, Percy. Nongraded Foreign Language Classes. 1969. 5p (Available from EDRS: ED 031 980 MF-$0.25 HC-$0.45)

R5 Leamon, Phillip. Foreign Study for High School Students: What's Going On? 1969. 7p (Available from EDRS: ED 031 981 MF-$0.25 HC-$0.55)

R6 Weiss, Gerhard. Folktale and Folklore--Useful Cultural Tools for Teachers of German. 1969. 6p (Available from EDRS: ED 031 982 MF-$0.25 HC-$0.50)

R7 Fiks, A. I. Foreign Language Programmed Materials: 1969. 1969. 8p (Available from EDRS: ED 031 983 MF-$0.25 HC-$0.60)

R8 Anthony, Edward M. and William E. Norris. Method in Language Teaching. 1969. 8p (Available from EDRS: ED 031 984 MF-$0.25 HC-$0.60)

R9 Morain, Genelle Grant. French Culture: The Folklore Facet. 1969. 7p (Available from EDRS: ED 031 985 MF-$0.25 HC-$0.55)

R10 Haukebo, Gerhard K. Summer Foreign Language Programs for School Students. 1969. 4p (Available from EDRS: ED 031 986 MF-$0.25 HC-$0.40)

R11 Nelson, Robert J. Using Radio to Develop and Maintain Competence in a Foreign Language. 1969. 8p (Available from EDRS: ED 036 215 MF-$0.25 HC-$0.60)

R12 Muñoz, Olivia. Songs in the Foreign Language Classroom. 1969. 8p (Available from EDRS: ED 034 450 MF-$0.25 HC-$0.60)

R13 Turner, E. Daymond, Jr. Correlation of Language Class and Language Laboratory. 1969. 10p (Available from EDRS: ED 034 451 MF-$0.25 HC-$0.70)

R14 Stack, Edward M. The Mechanical Potential of the Language Laboratory. 1970. 12p (Will soon be available from EDRS)

R15 Mathieu, G. Bording. Poems in Early Foreign Language Instruction, 1970. 12p (Will soon be available from EDRS)

R16 Mckim, Lester W. FLES: Types of Programs. 1970. (Will soon be available from EDRS)

All titles listed are also available from Materials Center, Modern Language Association, 62 Fifth Ave., New York, N.Y. 10011 for $0.25 per copy.

OTHER MLA/ERIC CLEARINGHOUSE PRODUCTS

B60 Birkmaier, Emma Marie and Dale L. Lange (Compilers). A Selective Bibliography on the Teaching of Foreign Languages, 1920-1966. 1968 43p (Available from MC, $1.00 and from EDRS: ED 024 293 MF-$0.25 HC-$2.25)

B61 Birkenmayer, Sigmund S. (Compiler). A Selective Bibliography of Works Related to the Teaching of Slavic Languages in the United States and Canada, 1942-67, 1968. 40p (Available from MC, $1.00 and from EDRS: ED 025 988 MF-$0.25 HC-$2.10)

K11 Brooks, Nelson. Teaching Culture in the Foreign Language Classroom. 14p (Available from MC, $1.00 and from EDRS: ED 022 388 MF-$0.25 HC-$0.80)

Harmon, John T. (Editor). Annual Bibliography on the Teaching of Foreign Languages-1967. 61p (Available from EDRS: ED 021 152 MF-$0.25 HC-$3.15)

Lange, Dale L. (Editor). 1968 ACTFL Annual Bibliography. 50p (Available from EDRS: ED 029 158 MF-$0.25 HC-$2.65)

Mildenberger, Andrea S. and Allen Yuan-heng Liao (Compilers). ERIC Documents on the Teaching of Foreign Languages: List Number 1. 32p (Available from EDRS: ED 026 924 MF-$0.25 HC-$1.70)

Mildenberger, Andrea S. and Simi Satlin (Compilers). ERIC Documents on the Teaching of Foreign Languages: List Number 2. 8p (Available from EDRS: ED 029 538 MF-$0.25 HC-$0.50)

Mildenberger, Andrea S. and Carol Wood (Compilers). ERIC Documents on the Teaching of Foreign Languages: List Number 3. 15p (Available from EDRS: ED 033 643 MF-$0.25 HC-$1.05)

Mildenberger, Andrea S. and Margarita Mazzeo (Compilers). ERIC Documents on the Teaching of Foreign Languages: List Number 4. 14p (Available from EDRS: ED 037 150 MF-$0.25 HC-$1.00)

A10 Mildenberger, Kenneth W. (Editor). MLA Guide to Federal Programs: An Analysis of Current Government Financial Assistance Programs for Students, Teachers, Researchers, and Scholars in the Fields of English and Foreign Languages. 1969. 56p (Available from MC, $2.50 and from EDRS: ED 036 219 MF-$0.25 HC-$2.95)

C180 Sheppard, Douglas C. Certifying Teachers of Modern Languages for American Public Schools—1969. 1970. 15p (Available from MC, $0.50 and will soon be available from EDRS)

B70 Svobodny, Dolly D. (Compiler). Research and Studies About the Use of Television and Film in Foreign Language Instruction: A Bibliography with Abstracts. 1969. 37p (Available from MC, $1.50 and from EDRS: ED 026 936 MF-$0.25 HC-$1.95)

D300 Valette, Rebecca M. Directions in Foreign Language Testing. 1969. 65p (Available from MC. $2.00 and from EDRS: ED 034 460 MF-$0.50 HC-$3.40)